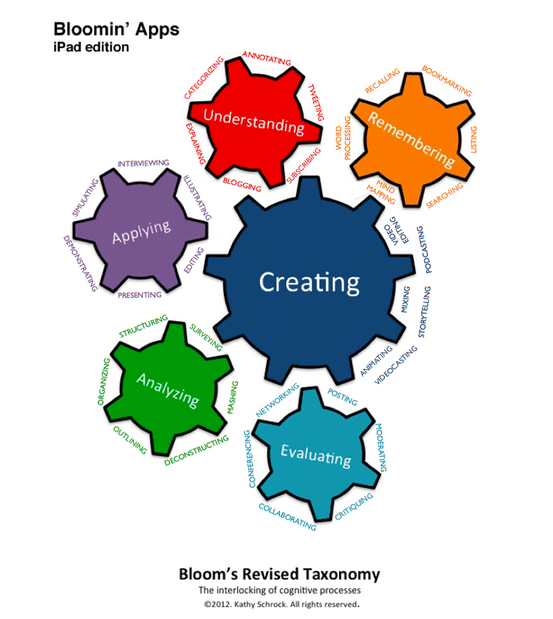
Recommended iPad Apps

Rod White

*A full list of the Apps I have used during the past few weeks can be found on our Wiki* [*http://mgsipads.wikispaces.com/*](http://mgsipads.wikispaces.com/)*. For the purposes of this recommendation, I have focused on those Apps that I believe to be most versatile and will allow both teachers and students to develop confidence and skills at a rate that is conducive to themselves.*

*I have paid particular attention to those Apps that can be used to realise the top three levels of Bloom’s Revised (Digital) Taxonomy; Creating, Evaluating & Analysing. I believe that these Apps are an excellent place to start as they have the potential to be combined and move from using technology as an add-on or enhancement to using it as an integral and transformative force.*

*“Ideally, we would like to create new learning experiences that harness the power of transformative technology that allows students to do things that were previously impossible. The* [*SAMR Model of Technology Integration*](http://www.hippasus.com/rrpweblog/archives/000025.html) *is a useful continuum that allows us to think about the purpose that technology plays in our units of study”* [Ruben R. Puentedura](http://www.hippasus.com/rrpweblog/)

*It will take time and a shift in our own educational practice to move through the stages of the SAMR Model ultimately aiming for Modification & Redefinition (see below). With the support and commitment of the team, we should find ways to seamlessly integrate these new technologies into the classroom, resulting in increased student engagement and learning opportunities.*

*I have commenced planning a series of lessons involving ‘Digital Story Telling’ in particular using digital photos, video and text. (Potential Apps – Aurasma, iMovie, Photo Booth, Fotobabble/WordFoto Explain Everything) This is part of their Art Puppet Making class and they have already collected the footage.*

*I have included this diagram as it is an interesting way of thinking about Bloom’s Revised Taxonomy. As a set of interlocking gears rather than a linear pyramid Also important are the added “Digital Verbs”. I have included these in the Key Terms column in the table and there is an explanation of these at the end of the document.*

***Modification*** *involves giving a different kind of assignment - for example using multimedia - adding sound, video etc. The question to be asked is does the media enhance the message?*

***Redefinition*** *- doing something that was inconceivable without technology, giving students a stage for example posting on the web so that the audience is the world and there is a feedback loop. Examples could include collaborative writing - writing is for the real world*

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| **Blooms Revised** | **Key Terms** | **Question Stems** | **App** | **Activities** | **General Info** | **Teaching Ideas - MGS** |
| Creating | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.  designing, constructing, planning, producing, predicting, inventing, devising, making, programming, filming, animating, Blogging, Video blogging, mixing, remixing, wiki-ing, publishing, videocasting, podcasting, directing/producing, creating or building mash ups | Can you design a … to ?  Can you see a possible  solution to …?  If you had access to all  resources, how would  you deal with …?  Why don’t you devise  your own way to …?  What would happen if?  How many ways can you ?  Can you create new and  unusual uses for …?  Can you develop a  proposal which would ?  How would you test …?  Propose an alternative.  How else would you …?  State a rule. | Aurasma Lite  Free | Story Tell  Augmented Reality | Brilliant app that allows for multi dimensional layering of information composed by students |  |
| Fotobabble  Free | Story Tell  Animating  Pod Cast  Mixing | can be used K to 12, across the curriculum. Take photo, add audio, can rerecord.Share straight to Twitter or get an embed code |  |
| Word Photo  $ 1.99 | Story Tell  Podcasting  Animation | Insert related words into images – mash up of wordle. |  |
| Explain Everything  Free | Instructing  Video Casting | Brilliant Explain Everything is an easy-to-use design tool that lets you annotate, animate, and narrate explanations and presentations. You can create dynamic interactive lessons, activities, assessments, and tutorials using Explain Everything's flexible and integrated design |  |
| VoiceThread  Free | Story Tell  Pod Casting  Video | Connect your VoiceThread web account and seamlessly create or view these interactive multimedia slideshows. Allows users to have a collaborative conversation or to create a presentation for any subject. | Free |
| AudioBoo  Free | Story Tell  Podcasting  Animating | Audioboo is an application for recording and sharing your voice with the world. This free version allows you to create audio up to 3 minutes in length and post that to your own account on the web. |  |
| iMovie  4.99 | Movie Making  Story Tell  Mixing | iMovie is by far the best app for movie creating on the iPad. All aspects of the cognitive level creating exist within this app. Students can merge photographs, film clips, sound tracks, artwork, audio files, and sound effects into unique combinations. |  |
| Story Kit | Story Telling  Mixing | Create an electronic storybook. Make use of the little gaps in life - on the sofa after dinner, in the back seat of the car, or on a train - to do something creative together. |  |
| Stop Motion Studio  $1.99 | Movie Making | fun little program that makes it ridiculously simple to do stop-motion filming and outperforms similar, more expensive apps |  |

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| **Blooms Revised** | **Key Terms** | **Question Stems** | **App** | **Activities** | **General Info** | **Teaching Ideas - MGS** |
| Evaluate | The second highest on the hierarchy, this level challenges students to make critical analysis of information while evaluating for validity and usefulness.  Checking, hypothesising, critiquing, experimenting, judging, testing, detecting, monitoring, (Blog/vlog) commenting, reviewing, posting, moderating, collaborating, networking, reflecting, (Alpha & beta) testing | Which is more important,  moral, better, logical, valid,  appropriate?  Find the errors.  Is there a better solution to?  Judge the value of …  What do you think about …?  Can you defend your position  about …?  Do you think … is a good or  bad thing?  How would you have handled?  What changes to … would  you recommend?  Do you believe …?  How would you feel if …?  How effective are …?  What are the consequences of?  What influence will … have  on our lives?  What are the pros and cons of?  Why is … of value?  What are the alternatives? | Photosynth  Free | Story Telling  Digital Photography | Photosynth for iOS is the panorama creation app that makes it easy and fun to capture and share interactive panoramas of the places, people, and events that are important to you. |  |
| Edmodo  Free | Posting  Networking | send notes, post replies, and check messages and upcoming events while away from the classroom.   Teachers can post last-minute alerts to their students and keep tabs on recent assignment submissions. Students can check their latest grades and what assignments they still need to turn in | Class Assignments  Collaboration  Setting Homework and polls |
| Lino | Brainstorming  Collaborating  Posting  Networking | Zoom in and out a canvas by pinch gesture. Drag a sticky to move it. You can take advantage of a multi-touch screen of your iPhone and iPad.  - Organize your stickies visually You can move stickies around at any time. Organize your memos and ideas by changing colors of stickies or setting an icon on them. |  |

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| **Blooms Revised** | **Key Terms** | **Question Stems** | **App** | **Activities** | **General Info** | **Teaching Ideas - MGS** |
| Analyse | In the analyzing level the students are challenged to move beyond information gathering, they are asked to use what they have learned and create other hypothesis', ideas, and answer deeper thought provoking questions.  Comparing, organising, deconstructing, Attributing, outlining, finding, structuring, integrating, Mashing, linking, reverse-engineering, cracking, mind-mapping, validating, tagging. | What assumptions …?  What statement is relevant?  What motive is there?  What conclusions?  What does the author believe?  What does the author assume?  State the point of view of …  What ideas apply?  What ideas justify the conclusion?  What’s the relationship between?  The least essential statements are  What’s the main idea? Theme?  What literary form is used?  What persuasive technique is used?  Determine the point of view, bias,  values, or intent underlying  presented material.  Which events could not have  happened?  If … happened, what might the  ending have been?  How is … similar to …?  What do you see as other possible  outcomes?  Why did … changes occur? | Idea Sketch | Mapping | Idea Sketch lets you draw Mind Maps, concept maps and flow charts, and convert these into text outlines (and vice versa). The ideal app for brainstorming ideas, illustrating concepts, making lists and outlines, planning presentations and more |  |
| Evernote | Organising | Evernote allows you to capture information in any environment using any device, and makes everything accessible and searchable, from anywhere. Evernote is always **synchronized**, so any information added in one place is instantly available everywhere else. | Use Evernote to capture your ideas, snapshots, voice memos, things you see online, and just about anything else that you want to remember |
| Popplet | Brainstorming  Collaboration | Popplet is a graphic organizing tool that is uncomplicated and straightforward. The interface is so clear and intuitive kindergarteners will be able to use it. It lets children organize ideas by drawing, writing, or importing imagery. The online feature lets students collaborate on the same organizer at the same time and share their work with others. | This app is perfect for creating diagrams, flowcharts, mind-maps, webs, and outlines. Students can select the most important events from a story or historical event, and present them on a timeline |
| Diigo | Bookmarking | bookmarks, archives, annotations, notes, images, and screenshots |  |

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| **Blooms Revised** | **Key Terms** | **Question Stems** | **App** | **Activities** | **General Info** | **Teaching Ideas - MGS** |
| Apply | This is the third level up from the bottom in the taxonomy's hierarchy. When applying the students are using what previous knowledge they may have and are using it in different aspects of their learning.  Implementing, carrying out, using, executing, running, loading, playing, operating, hacking, uploading, sharing, editing. | Choose the best statements that  apply.  Judge the effects of …  What would result …?  Tell what would happen if …  Tell how, when, where, why.  Tell how much change there would  be if …  Identify the results of …  Write in your own words …  How would you explain …?  Write a brief outline …  What do you think could have  happened next?  Who do you think…?  What was the main idea …?  Clarify why …  Illustrate the …  Does everyone act in the way that  … does?  Draw a story map.  Explain why a character acted in  the way that he did.  Do you know of another instance  where …?  Can you group by characteristics  such as …?  Which factors would you change i?  What questions would you ask of?  From the information given, can  you develop a set of instructions  about …? | Show Me | Demonstrating | ShowMe is an interactive whiteboard that can record a screencast on the iPad. It will import photos or graphics from iPhoto, has simple drawing tools, an eraser, and voice recording. Having a tool that incorporates graphics with voice recordings provides a wonderful opportunity for students to translate material they have read. | Consider asking students to narrate a map of a character's journey, create a timeline, sketch diagrams, animate a recording of the water cycle, or explain the results from a class poll. |
| Key Note | Presenting  Organising  Animation | Keynote helps you to create stunning slideshow presentations. Build a portable slide presentation to share with others on the plight of refugees, or perhaps take a look at issues of global poverty - grabbing images from news apps or websites  on the iPad, or create animated graphs and charts from data you have researched. Keynote can read and edit PowerPoint files, and slides can be exported as PDF files  for printing. |  |
| Dragon | Recording  Story Tell | Dragon Dictation is an easy-to-use voice recognition application powered by Dragon® NaturallySpeaking® that allows you to easily speak and instantly see your text or email messages. In fact, it’s up to five (5) times faster than typing on the keyboard. |  |
| QR Reader |  | The most simple & easy QR Reader - 100% FREE.  Fast and effective. App opens instantly in real-time scanning mode. |  |

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| Blooms Revised | Key Terms | Question Stems | App | Activities | General Info | Teaching Ideas - MGS |
| Understanding | In this, the second level, the students are challenged a little bit more than they were in the lowest level. The students are asked to demonstrate an understanding of what they have learned, it is not merely a recall of fact.  Interpreting, Summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, Advanced searching, Boolean searching, blog journaling, twittering, categorising and tagging, commenting, annotating, subscribing. | What does this mean?  Which are the facts?  State in your own words.  Is this the same as …?  Give an example.  Select the best definition.  Condense this paragraph.  What would happen if …?  Explain why . . .  What expectations are there?  Read the graph (table).  What are they saying?  This represents . . .  What seems to be …?  Is it valid that …?  What seems likely?  Show in a graph, table.  Which statements support …?  What restrictions would you add?  Outline . . .  What could have happened next?  Can you clarify. . .? | Pages | Word Process | Pages is a fully featured word processor and page layout tool. Perfect for creating rich documents, such as book reports, school projects, advertising brochures, concert posters, invitations, etc. Pages allows you to edit and save your documents in MS Word format or as a PDF, making sharing a breeze. |  |
| Motion Maths |  | Motion Math Zoom's zoomable, stretchable number line is missing some numbers - it's up to your child to put the numbers back where they belong. The new game uses concrete objects to represent abstract numbers: from dinosaurs in the thousands down to amoebas in the thousandths. Fun animal animations and sound effects help elementary school children master the number line. |  |

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| **Blooms Revised** | **Key Terms** | **Question Stems** | **App** | **Activities** | **General Info** | **Teaching Ideas - MGS** |
| Remember | Recognizing, listing, describing, identifying, retrieving, naming, locating, finding, Bullet pointing, highlighting, bookmarking, social networking, Social bookmarking, favorite-ing/local bookmarking, Searching, Googling. | Who?  Where?  Which one?  What?  How?  Why?  How much?  How many?  When?  What does it mean?  What happened after?  What is the best one?  Can you name all the…?  Who spoke to …?  Which is true or false? | Dictionary |  | The Dictionary.com app contains a fully featured dictionary and thesaurus, as well as a random word of the day |  |
| iBook |  | The iBooks app is a digital book viewer. Download books from the iBook store (there are thousands of free, classic books available, and thousands more paid books coming soon to the virtual bookstore). The pages of virtual books can be turned with the flick of a finger, text can be highlighted and a definition checked, text can be read via the inbuilt accessibilty features. |  |

OTHER: NearPod Student

**Digital Additions To Key Terms “BLOOMS”**

***Remembering***

This element of the taxonomy does infer the retrieval of material. This is a key element given the growth in knowledge and information.

The digital additions and their explanations are as follows:

Bullet pointing – This is analogous to listing but in a digital format.

Highlighting – This is a key element of most productivity suites; encouraging students to pick out and highlight key words and phrases is a technique for recall.

Bookmarking or favorite-ing – this is where the students mark for later use web sites, resources and files. Students can then organise these.

Social networking – this is where people develop networks of friends and associates. It forges and creates links between different people. Like social bookmarks (see below) a social network can form a key element of collaborating and networking.

Social bookmarking – this is an online version of local bookmarking or favorites, It is more advanced because you can draw on others' bookmarks and tags. While higher order thinking skills like collaborating and sharing, can and do make use of these skills, this is its simplest form - a simple list of sites saved to an online format rather than locally to the machine.

Searching or "Googling" - Search engines are now key elements of students' research. At its simplest the student is just entering a key word or phrase into the basic entry pane of the search engine. This skill does not refine the search beyond the key word or term.

***Understanding***

The digital additions and their explanations are as follows:

Advanced and Boolean Searching – This is a progression from the previous category. Students require a greater depth of understanding to be able to create, modify and refine searches to suit their search needs.

Blog Journaling – This is the simplest of the uses for a blog, where a student simply "talks" "writes" or "types" a daily- or task-specific journal. This shows a basic understanding of the activity reported upon. The blog can be used to develop higher level thinking when used for discussion and collaboration.

Twittering – The Twitter site's fundamental question is "what are you doing?" This can be, in its most simplistic form, a one or two word answer, but when developed this is a tool that lends itself to developing understanding and potentially starting collaboration.

Categorizing – digital classification - organizing and classifying files, web sites and materials using folders etc.

Commenting and annotating – a variety of tools exist that allow the user to comment and annotate on web pages, .pdf files and other documents. The user is developing understanding by simply commenting on the pages. This is analogous with writing notes on hand outs, but is potentially more powerful as you can link and index these.

Subscribing – Subscription takes bookmarking in its various forms and simplistic reading one level further. The act of subscription by itself does not show or develop understanding but often the process of reading and revisiting the subscribed-to feeds leads to greater understanding.

***Applying***

The digital additions and their justifications are as follows:

Running and operating – This is the action of initiating a program or operating and manipulating hardware and applications to obtain a basic goal or objective.

Playing – The increasing emergence of games as a mode of education leads to the inclusion of this term in the list. Students who successfully play or operate a game are showing understanding of process and task and application of skills.

Uploading and Sharing - uploading materials to websites and the sharing of materials via sites like flickr etc. This is a simple form of collaboration, a higher order thinking skill.

Hacking – hacking in its simpler forms is applying a simple set of rules to achieve a goal or objective.

Editing – With most media, editing is a process or a procedure that the editor employs.

***Analysing***

The digital additions and their explanations are as follows:

Mashing – mash ups are the integration of several data sources into a single resource. Mashing data currently is a complex process but as more options and sites evolve this will become an increasingly easy and accessible means of analysis.

Linking – this is establishing and building links within and outside of documents and web pages.

Reverse-engineering – this is analogous with deconstruction. It is also related to cracking often with out the negative implications associated with this.

Cracking – cracking requires the cracker to understand and operate the application or system being cracked, analyse its strengths and weaknesses and then exploit these.

Validating – With the wealth of information available to students combined with the lack of authentication of data, students of today and tomorrow must be able to validate the veracity of their information sources. To do this they must be able to analyse the data sources and make judgements based on these.

Tagging – This is organising, structuring and attributing online data, meta-tagging web pages etc. Students need to be able understand and analyse the content of the pages to be able to tag it.

***Evaluating***

The digital additions and their explanations are as follows:

Blog/vlog commenting and reflecting – Constructive criticism and reflective practice are often facilitated by the use of blogs and video blogs. Students commenting and replying to postings have to evaluate the material in context and reply.

Posting – posting comments to blogs, discussion boards, threaded discussions. These are increasingly common elements of students' daily practice. Good postings like good comments, are not simple one-line answers but rather are structured and constructed to evaluate the topic or concept.

Moderating – This is high level evaluation; the moderator must be able to evaluate a posting or comment from a variety of perspectives, assessing its worth, value and appropriateness.

Collaborating and networking – Collaboration is an increasing feature of education. In a world increasingly focused on communication, collaboration leading to collective intelligence is a key aspect. Effective collaboration involves evaluating the strengths and abilities of the participants and evaluating the contribution they make. Networking is a feature of collaboration, contacting and communicating with relevant person via a network of associates.

Testing (Alpha and Beta) – Testing of applications, processes and procedures is a key element in the development of any tool. To be an effective tester you must have the ability to analyze the purpose of the tool or process, what its correct function should be and what its current function is.

***Creating***

The digital additions and their explanations are as follows:

Programming – Whether it is creating their own applications, programming macros or developing games or multimedia applications within structured environments, students are routinely creating their own programs to suit their needs and goals.

Filming, animating, videocasting, podcasting, mixing and remixing – these relate to the increasing availability of multimedia and multimedia editing tools. Students frequently capture, create, mix and remix content to produce unique products.

Directing and producing – to directing or producing a product, performance or production is a highly creative process. It requires the student to have vision, understand the components and meld these into a coherent product.

Publishing – whether via the web or from home computers, publishing in text, media or digital formats is increasing. Again this requires a huge overview of not only the content being published, but the process and product. Related to this concept are also Video blogging – the production of video blogs, blogging and alsowiki-ing - creating, adding to and modify content in wikis. Creating or building Mash ups would also fit here.